

4. Languages-Only Analysis

French, Hebrew, Hawaiian, Slovenian orientation, Turkish teaching cues, mime/movement language

Prepared as a separated compartment analysis. No integrated synthesis is included in this file.

Scope

This section analyzes language learning and language-like symbolic systems only. It includes spoken/written languages and embodied teaching language, but does not synthesize with transcript/resume conclusions beyond language evidence.

A. Language Evidence

Language / symbolic system	Evidence	Cognitive demand
French	Learned as an au pair in Paris around age 20	Immersion acquisition; auditory adaptation; social language learning
Hebrew	Six sequential UCSB Hebrew courses with A/A+ grades and advanced readings	New alphabet/script; grammar; phonology; semantic patterning; long-term memory
Hawaiian	Extensive self-study beginning March 2021; kāhulu, pepeke, hiki, maopopo, interrogatives, children's/pedagogical projects	Recursive grammar modeling; indigenous epistemology; relational syntax; self-generated pedagogy
Slovenian	Lineage-oriented study/exploration and Slovenian diaspora creative projects	Ancestral language orientation; cultural memory; identity integration
Turkish teaching cues	Wrote teaching cues in English, had a friend translate them, taught students in Turkish cues to show respect	Functional phrase-based teaching; cross-cultural respect; embodied cueing
Mime / movement language	Accepted into Marcel Marceau School of Mime; A+ in mime; pantomime history	Gesture-language coupling; nonverbal symbolic communication
Music language	Guitar, tablas, piano, singing/songwriting	Auditory-motor patterning; rhythm syntax; embodied timing

B. What the Language Record Shows

- Language is not treated only as vocabulary; it is treated as relationship, structure, culture, body, and sound.
- Hebrew shows high formal academic language capacity.
- Hawaiian work shows recursive systems-building and self-pedagogy.
- Turkish teaching cues show respect-based functional language use even without broad fluency.
- Mime and movement show that language processing extends into gesture, space, rhythm, and embodiment.

C. Brain Systems Summary

Language element	Brain/cognitive systems engaged	Function
Spoken language acquisition	Superior temporal gyrus; phonological loop; auditory cortex	Sound discrimination, accent/rhythm, speech parsing
Grammar/pattern analysis	Left inferior frontal regions; working memory; executive sequencing	Rule induction, syntax mapping, transformation
Script/reading	Visual word-form systems; occipito-temporal networks; semantic memory	New symbol systems and meaning mapping
Hawaiian relational grammar	Executive networks; associative cortex; semantic networks	Mapping relations, agents, subjects, tenses, and emphasis patterns
Mime/gesture	Mirror-neuron systems; motor cortex; parietal spatial systems	Meaning through body, gesture, and spatial intention
Music/rhythm language	Auditory cortex; cerebellum; basal ganglia; motor timing	Temporal patterning and embodied sequence

D. Intelligence Models Applied to Languages Only

Model	Language-only indication
Gardner	Linguistic, musical-rhythmic, bodily-kinesthetic, interpersonal, and intrapersonal intelligences are visible.
CHC	Ga auditory processing, Gc language knowledge, Glr long-term retrieval, Gf

	pattern reasoning, and Gv visual-symbolic mapping are all engaged.
Silverman VSL	Language appears learned through maps, charts, spatial matrices, and relational patterns, not only linear memorization.
Dabrowski	Intellectual and imaginal intensity appear in the Hawaiian grammar investigations; emotional/existential intensity appears in ancestral language work.
Embodied language theory	Mime, dance teaching, Turkish cues, and Hawaiian rhythmic/symbolic work show gesture-language coupling.
2e frame	Language strengths coexist with stated difficulty around rote memorization, processing overload, and needing body/visual anchors.

E. Relevant Test/Self-Report Alignment

The VSL responses describe layered thinking, body-based knowing, photographic/mental images, unusual problem-solving, and reliance on handwritten anchors. These align with language learning through embodied, visual, and relational pattern systems. The OEQ-II responses also show intense response to sound, color, rhythm, and meaning.

Source Notes

Sources used: Hebrew transcript chart, Hawaiian study documents including Maopopo/Hiki/Kālele Kūlana/kāhulu documents, CV/resumes, VSL quiz, OEQ-II, and user-provided French/Turkish/mime history.